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| 90 minutes | |  |
| MO: 15 min.  A: 70 min.  C: 5 min. | Math Learning Goals  Participants will explore, discuss, understand:   * different meanings and representations of fractions * how their own experiences may influence and/or limit the types of fractions and/or representations they typically use in their teaching practice | Materials   * agenda and session goals * begin list of instructional strategies used * masking tape |
|  | Whole Group 🡪 Intro  - introduce ourselves, session goals, norms (any to add?), housekeeping items  Small Group 🡪 Intro, Sticker Bar Graph  - ask participants to introduce themselves at their tables  - ask participants to place stickers on posted chart paper:  - one colour to indicate courses they will teach next year, or what courses they want to focus on during CAMPPP – one course per sticker  - a different colour to indicate courses they have taught previously – one course per sticker | Materials   * stickers – 2 colours * bar graph set up on chart paper * sticky notes |
| Minds On… |
| 15 min. |
|  | Whole Group 🡪 Fetter NCTM 2011 (5 min.) <http://www.screencast.com/t/dApzpmmZ>  Uses the question prompts of “What do you notice?” and “What do you wonder?” as a starting point for discussions and problem solving.  Individual 🡪 Notice and Wonder worksheet (5 min.)  Think about your experiences with students as they work with fraction concepts – wherever and however they come up in the Gr. 9-12 curriculum. Take a few minutes to jot down some thoughts on the worksheet (BLM 1.1)  Groups of 4 or 5 🡪 Share thoughts from worksheet (10 min.)  Share thoughts in small group. Select 1 or 2 items for whole group share.  Whole Group 🡪 Share items from small group (10 min.)  Record this on chart paper as part of curriculum connection and misconceptions about fraction concepts (Learning Wall). Summarize. Show [www.101.qs.com](http://www.101.qs.com), as well as the video clip “Did You Know?”  Individual 🡪 Select a fraction and represent in many ways (10 min.)  Each participant will select/create a fraction – numeric, algebraic – and then represent it in as many ways as possible - each representation on a different sticky note.  Group 2 or 3 tables 🡪 List, Group, Label (23 min.)  Give each larger group 1 or 2 pieces of chart paper and a marker. Each group pools their sticky notes, categorizes them into whatever categories seem appropriate, and then labels each category. Post chart paper. | Materials   * video clip Fetter * Notice and Wonder worksheets (BLM 1.1) * begin list of curriculum connections * begin list of fraction misconceptions * access to [www.101qs.com](http://www.101qs.com) * video clip “Did You Know?” * sticky notes * chart paper * markers * have concrete materials like linking cubes, square tiles * handout of Shelley’s 1-pager |
| Action! |
| **Notice and Wonder**  **35 min.**  **Represent in Many Ways**  35 min. |
|  | Whole Group 🡪 Discussion of List, Group, Label Activity (5 min.)  Participants can take a few minutes to look at each group’s chart.  Engage whole group in responding to the following prompts:   * What criteria did you use to group the sticky notes on your page? * Which ones were difficult to place? * Were there some that you kept moving from category to category? Why?   Hand out 1-pager on meanings and representations of fractions. | afl- List, Group, Label results will inform us re participants’ understanding (or lack thereof) of meanings and representations of fractions |
| Consolidate Debrief  5 min. |
|  |

I notice… I wonder…

**BLM 1.1**

Think about your experiences with students as they work with fraction concepts – wherever and however they come up in the Gr. 9-12 mathematics curriculum. Think about watching them, listening to them, talking to them, and reviewing their work. What have you noticed? What do you wonder? Take a few minutes to jot down some thoughts below.

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| I notice… | I wonder… |
|  |  |

I notice… I wonder…

Think about your experiences with students as they work with fraction concepts – wherever and however they come up in the Gr. 9-12 mathematics curriculum. Think about watching them, listening to them, talking to them, and reviewing their work. What have you noticed? What do you wonder? Take a few minutes to jot down some thoughts below.

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| I notice… | I wonder… |
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